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ABSTRACT

This report is based on the Community Relations Team of the Southern Regional Council's extensive study of desegregation and racial conflict in Hickory North Carolina's city schools. The views of recognized black and white leaders of the community are presented. Basically, the study indicates that initial desegregation took place in Hickory despite a lack of planning or agreed upon procedures of preparing the overall community, faculty, students, and parents. During the crucial stages of implementing the first court order, the Hickory School System was crippled by ineffective leadership, by the fact that no previous planning had taken place within the city system, and the failure of the North Carolina Office of Public Instruction to provide desegregation assistance to local systems. The Hickory School System dealt, for the most part, with the physical aspects of desegregation, and failed to develop any comprehensive plan for preparing those who were to be affected directly by the impending changes. Several conclusions are offered in the report: (1) the Hickory school system lacked a trained faculty and a curriculum in race relations, (2) the public school personnel, the students, and the citizens of Hickory lacked an understanding of the civil rights struggle, (3) Hickory hired only nine black teachers between 1966 and 1972 compared to 181 white teachers, (4) the religious, recreational, and planning agencies and institutions of Hickory failed to adequately support school segregation with programs which provide interracial participation for the community, and (5) there was too little opportunity for widespread community participation in and support of the public schools. (Author/AM)

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TENSION AND CONCILIATION

A report on contributing factors
causing racial disagreements and conflicts
within the Hickory, North Carolina, city schools

Prepared by the Southern Regional Council

For the Hickory Board of Education

August 11, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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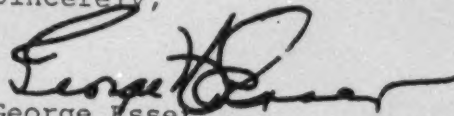
To the Hickory Board of Education:

Enclosed is a copy of the Hickory Report prepared by the Community Relations Team of the Southern Regional Council. The study is based on the team's extensive work in the Hickory community over a period of three months plus the long experience of team members Leon Hall and Happy Lee in the area of race relations and school desegregation in the South.

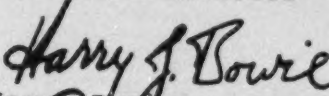
After you have had an opportunity to read the report, the Council will welcome the chance to discuss the report with the full Board. Since the section on conclusions and recommendations is at the heart of the report and because the process of school desegregation is itself ever changing, the team would welcome periodic opportunities to amplify their recommendations.

We are looking forward to hearing from you at your earliest convenience.

Sincerely,



George Esser
Executive Director



Harry J. Bowie
Associate Director

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I. INTRODUCTION

Upon invitation by the Hickory City Schools Liaison Task Force, the Southern Regional Council assigned its Community Relations Team, Leon Hall and Happy Lee, to visit Hickory, North Carolina, on February 13, 1974. The purpose of this visit was to discuss the possibility of having SRC conduct research into the causes of racial conflicts in Hickory's public schools and recommend solutions to the situation. A summary of the meeting held on February 13 in the form of a newspaper article from the Hickory Daily Record, entitled "People Rated Above Plans in Solving Racial Problem," is attached as Appendix A.

The Hickory Schools Task Force made known its interest in recommending the SRC's Community Relations Team to the Hickory Board of Education and letters were exchanged between SRC and the Hickory school authorities clarifying the invitation and plans of SRC to work with the Hickory schools. Copies of these letters are attached as Appendix B and C. A copy of the responsibilities of each group as originally drafted and approved by the Hickory City Administrative School Unit of the Board of Education, is also attached as Appendix D.

On Monday, March 4, the Hickory School's Task Force recommended to the Hickory Board of Education the SRC's Community Relations Team, consisting of Hall and Lee, to carry out the project. On Monday, March 11, Harry Bowie, Associate Director of SRC, accompanied Lee and Hall to Hickory, where the three attended a meeting of the Board of Education and availed themselves to respond to questions from the Board. The Hickory Board of Education voted to accept the recommendation of the liaison Task Force and invited SRC's team to begin immediately to carry out the project.

The team of Lee and Hall spent thirty-eight days in Hickory during April and May. An office and a part-time secretary were provided in the administration building by the Superintendent of Hickory City Schools.

During this two month period, the SRC team interviewed and/or discussed the project with approximately four hundred eighty-two (482) persons of the greater Hickory community. This number included three hundred seventy-two (372) persons directly connected with the Hickory City schools, and one hundred-ten (110) additional persons of the greater Hickory community.

A breakdown of the local school personnel interviewed follows:

	<u>Adm. & Staff</u>	<u>Faculty</u>	<u>Students</u>
Hickory High School	9	45	201
Two Jr. High Schools	4	40	41
Four Elementary Schools	4	28	0
	<u>17</u>	<u>113</u>	<u>242</u>

In addition, the SRC team attended training sessions conducted by the Human Relations and Student Affairs Division of the North Carolina State Department of Public Instruction where all faculty members of the Hickory City Schools were in attendance.

A breakdown of community agencies represented among the one hundred ten (110) others with whom either discussions or interviews were held include:

- all members of the Hickory Board of Education
- the school superintendent, assistant superintendent, and attorney
- the City Schools Liaison Task Force
- the City Schools Bi-racial Advisory Committee
- the Hickory Community Relations Council
- the Ad Hoc Committee on Special Education
- the Greater Hickory Child Development Center's Board
- the Chamber of Commerce president and director
- the mayor and other members of the City Council, the city manager
- members of the Hickory Chapter of the NAACP
- the chairman of the Catawba County Commissioners
- representatives of the business, industrial and economic elements of the Hickory community
- citizens, including housewives and blue collar workers
- members of the Ministerial Association
- representatives of the black community's leadership

- representatives of the Police Human Relations staff
- public and private recreational centers personnel

The SRC team is very grateful to all groups and individuals listed above for their honesty, forthrightness, and willingness to discuss the issues of race relations as they affect the greater community and especially public education in Hickory, N.C. The SRC team feels confident that Hickory has the necessary human and physical resources to solve the racial conflicts within the community including the schools, if a systematic process involving each segment of the community can be initiated and maintained. It is our intent to offer some evidence in this report that this process is not now a reality and to make certain suggestions and/or recommendations whereby such a process might be developed and maintained.

Major Premises of this Report

There need not be total agreement among readers as to the content, conclusions, or recommendations contained in this report, but hopefully, any reader will understand and agree with the major premises upon which it is based.

1. Prior to the 1965-66 academic year, two separate and unequal educational systems existed in Hickory, North Carolina--one for blacks and one for whites.
2. Actions to abolish this dual school system were taken by the Hickory Board of Education. These actions were based on the U.S. Supreme Court's 1954 Brown Decision.
3. Racial conflicts in the Hickory public schools occurred following desegregation and have continued to the present.
4. The Hickory Board of Education requested the Community Relations Team of the Southern Regional Council (SRC) to study the causes of the racial tension and make recommendations to remedy the situation in the public schools.
5. The Hickory Board of Education and the SRC Community Relations Team recognized that a study of racial

conflicts in the Hickory public schools could only be done within the context of the greater Hickory community which is directly affected by the problems and must bear some responsibility for their solutions.

6. All institutions in the Hickory community, including the public school system, have contributed to a segregated community and therefore, to racial conflict.
7. Studies, analyses and recommendations will be a waste of time, energy, and money unless responsible leaders and interested supporters engage in a process for solving problems which place the well being of the entire community above the interests and prejudices of individuals.
8. The process of school desegregation must continue until it results in equal and quality education for all students in the Hickory public schools.

II. SUMMARY OF THE SITUATION

Preceding the 1969-70 school year, the availability of data on school desegregation and individuals with experience in the desegregation process were scarce. This was true for several reasons. The first and perhaps most telling reason is that before 1969, school desegregation had not been tried on a wide enough scale to allow the age old technique of "trial and error" to be instructional in the desegregation process. Where there is no trial there can be no error, nor success either for that matter.

Secondly, no institution in America had devoted any genuine attention to the potential reality of desegregation. Neither public nor private teachers colleges nor schools of education had adjusted their techniques, philosophies, style, or curriculum in anticipation of bi-racial and multi-racial classroom settings. Nor did any schools devote their own resources and attention to anticipating and seeking to isolate possible complications in the desegregation process and to developing alternatives for dealing with them.

A third factor was that state offices of education (and to this day the majority of southern state offices) had not devoted time, attention, and resources to pointing out which courses to follow towards equal and equitable desegregation nor had any of them developed any capacity regarding affirmative

action towards dismantling dual school systems.

The federal bureaucracy also devoted little attention and resources to assisting in the desegregation process. Thus, preceding 1969, whenever and wherever a school system decided to comply with the Brown decision, it was left to "feel its way." Fortunately today, enough experimentation has taken place so that one can tender recommendations that have been tested widely and proven successful.

Out of the collective experiences of many school systems, certain facts have become evident. Many of these are now documented. We have sought to pinpoint those facts growing out of the collective experiences of others that may hold particular relevance for Hickory. One of those is the need for the development of a comprehensive, mutually developed, widely disseminated and understood plan of dismantling the dual system and creating and maintaining a unitary system, in short, a "master plan" of implementation. Such a plan, we now know, should address items as diverse as immediate implementation of a particular court order, to discipline and rumor control. Such a plan should be the product of careful anticipation of problems. It should be flexible but uniform in application. Guidelines for handling certain situations should be spelled out with alternative approaches carefully and thoroughly detailed. It should be the product of as diverse a representation of the total community as possible including students, other key

interest groups such as Chambers of Commerce, churches, police, parents, teachers, and school administrators.

Based upon one of its most extensive research projects, the National School Public Relations Association recommended a set of four basic steps to take as schools undergo desegregation. All of the steps were gleaned from the successful efforts of various school systems and we strongly urge the administration of Hickory City Schools to secure and apply all of the recommendations. One of the most important findings and recommendations, we feel, is the need to develop a basic plan of action. (see appendix E)

Our research indicates that initial desegregation took place in Hickory despite a lack of planning or agreed upon procedures for preparing the overall community or preparing the faculty, students, and parents. We were informed that the first desegregation was initiated during a time when the system was administered by an individual who was either too old, too ill, or both to effectively administer the schools generally, let alone prepare for desegregation. Literally, all in-depth studies of what works and what does not work in desegregating schools conclude that leadership makes a difference in desegregation. Thus, during the crucial stages of implementing the first court order, the Hickory system was crippled by "lame duck" leadership, by the fact that no previous planning had

taken place within the city system, and the failure of the North Carolina Office of Public Instruction to provide desegregation assistance to local systems. Also, many teachers were disenchanted over various other concerns, especially salaries. During this period (in 1966) of transition, tension, apprehension and friction, the superintendent stepped down and a new chief administrative officer was hired. He inherited a "poorly managed" system that had spawned widespread faculty disenchantment and simultaneously a system that stood at the threshold of perhaps the most far reaching and sensitive change any school system could undergo, to a degree and to an extent unmatched by any other institution or system within Hickory at that time or to this day.

The new chief officer established priorities and decided to attempt to deal with problems as they occurred. It is our impression that he placed two items at the top of his list of priorities: 1) improving teacher morale and 2) desegregating those schools that the system was under court order to desegregate. It appears that the second priority was handled most expediently. The superintendent studied the order, gleaned what was to be done, and ordered it to be accomplished. As was anticipated, the first priority proved to be more difficult to manage, inevitably consuming a great deal of time and patience. Within a two year period, however, the order of the superintendent's priorities had shifted. Faculty discord became increasingly less overt, while simultaneously court-ordered desegregation, became

more challenging and demanding. Emphasis was put on such basic details as redrawing attendance lines, retooling schools, student and faculty assignments, transportation, etc., etc.

The Hickory School system did what most other school systems have done during the initial years or the first phase of school desegregation, namely, they opted for dealing with the physical aspects of desegregation and, for whatever reasons, failed to develop any comprehensive plan for dealing with the human aspects, primarily preparing those who were to be affected directly by the impending changes.

Teachers, students, parents, and others continued to be apprehensive over what would happen within those schools that were to be desegregated. The entire community was in a state of uneasiness that resulted in large measure from the potential explosiveness of black/white confrontation in "quiet, peaceful, harmonious" Hickory! Tensions remained high and in the Spring of 1968, exploded as a result of the black community's response to the assassination of Dr. King. Tensions continue to be reflected at Hickory High.

During our visits to Hickory, we were confronted with a kaleidoscope of comments, biases, apprehensions, and statements that we feel revealed this lack of a plan for solid action. Following are some comments that we see as suggestive of areas to be considered as Hickory ponders its overall plan of action.

"Fortunately sports helped get us through the first year."

"It would have been better if they had started with the younger kids first."

"It seems that they should have given us (teachers) some preparations before just lumping us together."

"The schools are too closed so that structures don't allow for interaction (between students); in fact, the way we are herded you don't have a chance to get to know each other unless you were in the same junior high homeroom."

"The procedure of keeping ninth grade homerooms intact throughout high school does not allow for relationships developing throughout the student body."

"The procedure of breaking up graduating junior classes when they enter senior high destroys friendships that have been developed (and in one of the junior high schools encouraged)."

"Everybody blames the teachers for students acting up (outbreaks)."

"We do not know how to deal with these kids."

"The teachers discriminate against blacks."

"The teachers allow black students to do anything they want to do...this is not right."

"The administration (of my school) says one thing and does another."

"The superintendent needs to go, the principal needs to be gotten rid of."

"In every school there are some racist teachers, people know who they are, and they need to be forced to change or gotten rid of."

"We told the teacher not to call us colored, we wanted to be called black, she continued to call us colored, we went to the principal and complained, he wouldn't do anything, they are all just a bunch of racists!"

"Parents don't care what happens at school...they just want the children out of the house and out of their hair."

"I try to talk to the kids when I see them picking on the coloreds."

"When we had the last riot the police came into the mall... and they turned, faced the black kids and pointed their guns at us."

"We averted a near outbreak when we traced the facts regarding an item taken from a white student by several black students, circulated the facts and informed all who were interested in the facts."

Nevertheless, the school board staff, administration and concerned citizens are to be commended for efforts under way or anticipated towards resolving causes of major racial conflict within the system. The widespread cooperation with SRC's team underscores our belief that the problems have resulted from the lack of any system-wide plan, a case of omission as opposed to commission.

We were often surprised after having spent several days interviewing, departing, and then returning to Hickory to

find the launching of a major new effort affecting the schools. Such announcements were often unsettling to our team because of our concern for a well thought out process which would derive from our study plus the coordinated efforts of a diverse group of interested and informed citizens. This is not to say that our team expected everything to come to a standstill until our study was completed. Quite the contrary, we were well aware of several planned activities that seemed to us, on face value, to make sense, though we often wondered about effective coordination.

As we view the Hickory situation, two distinct possibilities emerge. One, some of the enlightened human resources existing in the community have already developed a "master plan" and may very well be in the process of implementing such a plan. Two, the activities and programs that appear to be developing are the helter skelter results of some genuinely concerned and willing citizens.

We are persuaded that the first possibility--that of a developed "master plan"--is in effect. The danger here, as we see it, is in minimizing broad based community participation and support and acceptance which would mitigate against total growth and development of large segments of the community and finally diminish the potential effectiveness of such a plan.

We also hasten to say that we found no evidence to support anyone's theory that there are organized forces in Hickory seeking to undermine peaceful functioning of the schools.

In the final section on recommendations, we will again refer to the need for a "master plan" that involves all segments of the community in an open, public process. In that section we will list specific areas that must be addressed in the evolution of such a plan.

III. HICKORY COMMUNITY

The SRC team began its work by interviewing recognized leaders of the Hickory community. Basically, the leadership represented business interests, white and black community leadership, the media, and churches. (School officials, students, and faculty are discussed in a separate section.)

A. Business Leaders

The SRC team was very impressed at the number of small businesses and industries locally owned and operated in Hickory and Catawba County, 450 of which are affiliated with the Catawba County Chamber of Commerce. We were also impressed by the low unemployment rate in the area.

Having talked to what we hope is a cross section of businessmen, we were encouraged by a widely spread feeling of a deep concern and awareness of the racial problems occurring in the city schools. This concern was most evident with young executives and within the ranks of owners of moderate sized businesses (by Hickory standards).

We found the older, more influential business leaders quite uninformed, uninterested, and removed from any activities or efforts in regards to race relations in the schools and in the broader community. Thus, these persons who appear to hold the most influence, prestige, and "clout" within the community are extremely aloof from problems and efforts that enhance or detract from wholesome community life.

Many of the above mentioned types pointed to some positive developments taking place, within either their companies or within the aspect of business or industry they represented, that were aimed towards equal employment opportunities for blacks. As well, a heavy concentration of the above mentioned groups cited instances of having initiated, been a part of, or know of other businessmen who had initiated efforts to assist the school system as it underwent desegregation. Almost universally they reported that these efforts had been met with varying degrees of disdain and in one instance a significant group effort was angrily rebutted by school officials. Thus many of them have resigned to a hands off attitude, though their concern remains.

Some typical responses by businessmen to a question concerning the extent of their involvement in promoting school desegregation and racial understanding in the community were:

"There are the human relations councils, the bi-racial commission, and the school authorities taking care of race relations and school desegregation."

"When we had the riot in 1968, the business community got interested and concerned in race relations, but interest waned as the tensions lessened and there isn't much involvement by the business community in these matters at present."

"The Chamber of Commerce set up a committee to assist in developing black entrepreneurship, but after two years (1970) only two blacks came and neither had a good idea, so the committee fizzled."

"The Chamber of Commerce's Subcommittee on Education adopted a resolution proposing that some black person be appointed to serve as liaison between the black community and the city school board. This action was taken prior to the election of a black to the Board."

"Top educational leaders reprimanded the Chamber of Commerce for getting into the business of assisting in the running of the schools and the Chamber retreated in its efforts toward school matters."

"Following the riots in 1968, an organization known as FISH which had been organized some time earlier by a church group, attempted to give assistance and attention to such needs as housing, food, or any other emergency which might arise. Emergency telephone numbers were widely distributed for citizen use. The effort began with fifty (50) people on twenty-four hour call, then diminished to eight, then to none."

B. White Community Leaders

We found a commendable number of white community leaders who stated an interest and willingness to provide assistance and support to the school system.

However, their actions appeared to be otherwise. Existing evidence shows that the general community leadership has withdrawn from earlier community involvement following the riots of 1968. There is also a feeling by many of detachment from any activities directly involving school desegregation or racial understanding.

Many community leaders feel that there is still a deep-seated mistrust between blacks and whites within the Hickory area. Influential community leaders gave the following reasons for this continued atmosphere of mistrust:

1. There are overall basic cultural differences between the races. Thus no common ground exists for dialogue and mutual understanding.
2. There are too few white or black community leaders standing up to be heard.
3. There have been too few changes made in the total community for understanding and trust to exist between the races.

4. There are far too few efforts being made for establishing a continuing dialogue which could produce understanding between the races.
5. Certain things were asked for with lack of patience and understanding of the change process.
6. The school officials operated in an atmosphere of isolation and withdrawal which resulted in their building a wall between themselves and the community.
7. Southerners should have understood what had to be done and pushed the school board into doing it. But, we didn't.
8. The school board has taken a hard line and has failed to provide either a plan or leadership to get the job done. They have done this to control their own bailiwick.
9. Only when in serious trouble have the school officials called on assistance from the city, and then they have only asked for assistance in a general way as a courtesy.
10. A plan should have been developed to integrate the first grade twelve years ago and each year thereafter, and by now school desegregation would have been over.
11. Only now do we Southerners see school desegregation as an accepted fact, but it will take ten more years for it to be over.

Perhaps the most convincing evidence of the lack of community interest in educational matters in Hickory can be seen by reviewing the top seven priorities of the Catawba County Chamber of Commerce for the past three years.

1971-72 Priorities

1. water-sewer
2. school consolidation
3. consolidation of government services

4. streets and highways
5. crime prevention
6. housing
7. county-wide telephone system

1972-73 Priorities

1. water-sewer
2. housing
3. manpower development
4. streets and highways
5. consolidation of government services
6. school consolidation
7. county-wide telephone system

1973-74 Priorities

1. water-sewer
2. development of low and medium income housing
3. manpower development
4. identify and involve potential community leaders in community affairs
5. communicate the free enterprise system to young men and women
6. programs to help energy and transportation needs
7. county-wide telephone system

School consolidation dropped from the number two priority in 1971-72 to number six in 1972-73, and was completely eliminated by 1973-74. Also, consolidation of government services dropped

in priority from number three in 1971-72 to number five in 1972-73, and was also completely eliminated in 1973-74.

The sudden emergence of priority number four in 1973-74, "identify and involve potential community leaders in community affairs," is of special significance.

One of the strangest things our survey revealed regarding white community leadership was the widespread feeling that there are no community leaders who stand out in the minds of the citizens. During interviews, 72 adult citizens of Hickory were asked to name the most outstanding and/or influential white community leader. Their answers included 40 different persons with no one person or small number of persons showing any significant leadership recognition over the others.

C. Black Community Leaders

There was agreement among blacks and whites in Hickory, especially among leaders of both races, that the black community is divided three ways. First, there is the old-line colored or Negro element. Secondly, there are the younger, more militant and many times frustrated blacks; and thirdly, there is the emerging, more progressive new black who understands to some degree the hang-ups in both the black and white communities.

Whereas, no one person or small group of persons emerged through interviews as white leaders, this was not true for the black leadership. The 72 adult citizens who were asked to name the white leadership, and who gave forty different persons, named

only five blacks as leaders and two of these received 80% of the votes. In other words, two blacks from among the new, progressive type emerged clearly as the recognized black leadership of Hickory. These persons were so regarded by both the black and white community. Although they were not always highly respected by whites, they were seen as the new black leadership.

The white community leadership understands perfectly well that there has been a changing of the guard of black leadership in Hickory. One influential white community leader put it very well when he said, "The old order of colored is gone and a new black is here."

This new, black leadership recognizes its unique and demanding role in Hickory. It sees and understands clearly that the blacks of Hickory comprising less than 20% of the population simply do not have the capacity for political power that a community with a higher percentage of black citizens would have. Black leaders see the main problems of Hickory from the black standpoint as:

1. Instilling into the black community a sense of hope and pride.
2. Developing a sophisticated black leadership that can obtain for its black constituency routine services which are taken for granted by the white citizens, but only gained by blacks through protest or mass rallies, etc. (An illustration given was "being able to get a black out of jail through knowing and being respected by the

authorities, the same as whites do as an every day course of events.")

3. Enlarging the number of black leaders among school teachers, school administration, police officers at upper levels, and among the business community at supervisory levels.

D. The Media

The role of the press regarding school desegregation has increasingly become a key topic of discussion and study within the circles of those responsible for desegregating schools and of those committed to or interested in desegregation. In many instances it has been reported that "the manner" in which the press approached, covered and presented school desegregation information has been a significant factor in assisting or disrupting the process. In this light we found the media in Hickory no better or no worse than in most communities the size of Hickory. But the print media (newspapers) in Hickory does stand out. Our team was pleasantly surprised to find both local newspapers attaching the amount of weight and attention to coverage of school affairs, exemplified by their attempts at ongoing and in-depth coverage of education developments. The Daily Record, especially, evidenced a great deal of interest in school related developments.

Our staff often heard the complaint, "The press picks on the schools; they only point out the bad and rarely the good." The attitude of many school persons and active community per-

sons was "the press can't be trusted," but we found most meetings we attended were open to the press and in fact special efforts were often made to communicate with newspaper reporters.

It is our observation that the press is quick to point out "sore spots" within the school system. We got the impression that many whites would rather the press not devote any attention and coverage to the desegregation process, even though desegregation is one of the most newsworthy issues in Hickory. Our staff concluded that much of the disdain for some of the newspaper coverage was prompted by several factors: desegregation itself is a "sore spot" for a great number of citizens, black and white; blacks were often more vocal in sharing their distaste for some of the results of desegregation such as the down-grading of the Ridgeview High School and their feeling that an inordinate amount of the adjustment to desegregation was being placed on the shoulders of black children. Many whites would rather not be told that blacks were forced to sacrifice more. Many whites communicated to us reluctance to embrace desegregation and thought that it was evil. Often this was reported by the press against the wishes of those holding such views and attitudes. Extensive coverage of tensions and outbreaks within the schools seemed to have no noticeable impact on students interviewed; most of them rarely read newspapers. School officials and staffs often indicated a

concern that press coverage helped to "spread the word" thus "fueling the flames."

E. Church Leaders

Our observations of the role of churches in addressing and seeking resolution of racial disruptions in Hickory can best be summed up as, "the more things change, the more they look the same." With the exception of several black churches, church life seems usually detached, and on the surface, unaffected by what is taking place during this period of public education in Hickory.

There were positive reports of the concern and some support being given school desegregation by the Cooperative Christian Ministry and by several individual white clergymen. However, with the possible exception of the Catholic Church, seldom did a white citizen refer to his or her church as a leader in race relations. Many expressed deep disappointment over this fact.

There is a marked difference in what students are receiving from their participation in their respective churches regarding training and understanding of race relations. Black students are party to a great deal of positive racial ferment through programs within their church. Activities such as mass meetings which are addressed to current racial issues, Black History Week programs, and a very beautiful play entitled "The Black Woman" are regularly held in local black churches. Thus the black church in Hickory is central to an active local effort.

toward building and maintaining strong racial identity and hope."

Several white students told of a particular Sunday School teacher of their church who often made bigoted remarks and urged upon them hostile attitudes toward their black classmates. However, no white student reported that his church provided programs for improving race relations. Whereas the black church is at the center of the concerns, discussions, and expressions of social change, the white church is not a likely place for these activities to be expressed.

IV. HICKORY SCHOOL SYSTEM

School desegregation has always been low on everyone's priority list in Hickory. With no real strong take-charge community leadership, school desegregation came to Hickory via a court order. Most groups within the community took a hands-off attitude and most expected the school authorities to somehow find a way to defy or at least delay the court order. Perhaps subconsciously the gentlemen's agreement, unspoken and unwritten, was "move as slowly as possible, but as fast as necessary in school desegregation."

Thus, the Hickory school administration was given the assignment of integrating the school system to comply with the law but without the support of the community leadership, the parents, the children, its school personnel, and without its own will and desire. Such a task without any support or motivation is bound to create mammoth problems, animosity, tensions, and ill will among the citizens of Hickory. And, in Hickory, as in other communities where these circumstances prevailed, the situation got out of hand.

There was practically no preparation made for school desegregation in Hickory. There was no preparation of principals and faculty. Many read about impending changes in the newspapers for the first time. There was no preparation of parents,

children, or school facilities. School desegregation in Hickory was not planned, it was not supported, and it has not yet succeeded.

This is what has happened to date:

1. Reluctantly, the Hickory Board of Education has mixed black and white students and faculties.
2. These black and white students and faculties did not know each other, and had come from different backgrounds to the extent that it was impossible for the schools to operate as they once had. Therefore problems mounted.
3. Most whites and blacks saw only the problems and differences in each other and not the similarities. One race felt threatened by the other and in many cases both whites and blacks concluded that desegregation was a disadvantage to their race.
4. Some blacks and whites adopted positive attitudes and have learned to communicate and thus respect each other.
5. Most people in Hickory now feel that school desegregation in principle is here to stay and thus the climate is now conducive to meaningful progress.
6. There is no unanimity of opinions among students, faculty, administration, or community leaders as to the present problems or methods for their elimination.

7. Sufficient cooperative community or educational leadership has not emerged or been developed for meaningful progress in school desegregation.

A. Administration

In those schools we observed, we generally found the administrations committed to carrying out as effectively as they could the policies, procedures and guidelines of the system. School personnel in several schools impressed us with their grasp of the unique situations created by desegregation and in their forthrightness in attempting to deal fairly with all people involved. We found the principals of Hickory High, Grandview Junior High, and Central, Kenworth, and Viewmont Elementary Schools especially outstanding. All other principals interviewed, except one in an elementary school, were capable. One elementary principal seemed completely out of touch with present-day educational philosophy and methods to promote school desegregation.

To varying degrees, principals, with the one exception, had established and maintained positive atmospheres within their respective schools. With the exception of Hickory High several threads of consistency seemed to be present:

1. Principals were viewed by most of their students and faculty as fair but tough.
2. Rules and regulations were set forth early in the

school year and were uniform in application.

3. The principals were seen as being committed to a doctrine of fairness, compassion, and firmness. The most recurring remark heard regarding these principals was, "They mean what they say!"

The principal of Hickory High School did not receive either from his students and faculty, nor from parents, the strong support which other principals had. There were several reasons for this difference:

1. His administrative style was more flexible than others.
2. He felt a need of dealing with each person on an individual basis and specific situations rather than literal applications of rules and regulations.
3. He felt high school students to be mature and therefore in need of individual rapport and relationships with school administrators.
4. He felt the problems of high school students in relating to each other racially were tremendously complex, and thus many other problems could be traced to these pressures.
5. He felt that most problems he encounters with students are temporary and that most high school students would be average citizens functioning normally within four years.

Because of these practices and the tensions felt by students and faculty, the high school principal sometimes was unable to communicate his ideas effectively to his student body and faculty to the degree necessary for broad understanding and support. Thus his approach, while deeply respected by our team, leaves much room for the often-heard charges of double standard and "wishy washiness." Ironically though, he, like the other principals mentioned, is deeply and warmly respected by the majority of the faculty and students with whom he deals daily, and by those parents who avail themselves of the opportunity to observe the high school closely.

The present Superintendent of Schools holds a beautiful and positive philosophy of education. It is progressive, dynamic and contemporary. In private conversations he can articulate his educational views in an exciting manner. He can plan and develop his ideas and he has confidence in his ability to do these things. His weakness lies in his inability to communicate his ideas, philosophy, and plans to the necessary constituencies in order to realize maximum results. He has a divided constituency--some love him and swear by him while others see him as "the main problem." Most of the community view his administration as rigid and tightly controlled on a day-to-day operational basis. Those with whom he works closely regard him as more relaxed and open-minded. As an administrator, he is stern and somewhat controlled; however, this is his personal style and does not reflect educational training, lack of vision, or purpose.

We feel that Hickory is fortunate to have a man of his training and philosophy as its superintendent. However, we feel that the superintendent needs a more positive approach toward developing broader community support, a less rigid administrative operation, and stronger administrative support. He needs to designate more responsibility to staff. He must learn to deal with criticism from blacks and whites in the community. A step in the right direction would be assigning the present assistant superintendent the responsibility for developing community understanding and support.

B. Hickory Board of Education

Most school boards are subject to continuous change, resulting in many instances to an uninformed membership regarding the problems of school desegregation. This often produces board members who merely support the administration, rather than becoming informed, independent decision makers. Also, many board members do not have the expertise or the time to stay abreast of and make intelligent decisions regarding the issues on which their decisions are based. As a result, in spite of good intentions, the entire system suffers.

As with most major responsibilities, a great deal of time, energy, commitment and often skill is required in order to do justice to the position on the board of education. The school board, in the final analysis, is the undergirding segment of a given school system, and it is the board that holds ultimate responsibility for the nature of education. Therefore, the board should be held accountable largely for the system's strengths and weaknesses, including racial discord.

We found the Hickory Board of Education open, cooperative, and deeply concerned about racial tensions and outbreaks within the system. All of the members impressed us as interested and committed to the students and personnel of the system. Although a few members were very defensive and entirely too sensitive to criticism, there were some who were outstanding.

However, the board is entirely too dependent upon the superintendent and to a lesser degree, the chairman of the board. With the exception of highly controversial items and budgetary considerations, the board is often a rubber-stamping agency.

C. Teachers and Students

Throughout our interviews with persons immediately and directly involved in Hickory City Schools, we were told repeatedly by most of them that there was absolutely too little community support in making desegregation work in the school system. This feeling was most prevalent among teachers and older students.

Teachers and students regularly pointed to the fact that the schools were the only institutions in Hickory undergoing such drastic and far-reaching changes. In their view, neither the churches, business and industry, nor any other institutions in Hickory are involved enough in the desegregation process. They pointed out the fact that churches and communities are segregated while schools alone are desegregated. In other words, students and teachers live and worship in a segregated situation while working and studying in a desegregated situation. When white students were asked, "Could you take a black friend home with you?" one-fourth of them answered yes. All black students interviewed felt they could take a white friend into their communities and homes. When the question was asked of black students, "Would you take a white friend to church?" they all again answered yes. When the same question was asked of white students, most of them said no.

At the same time, many teachers pointed to an apparent decline in parental involvement in school-sponsored or -initiated activities, an apparent decline in PTA attendance and participation, and a decline in PTA-initiated activities. A recurring plea from teachers, as well as administrators, was, in essence, give us assistance in recapturing the attention, imagination and interest of parents. Teachers often spoke of their disturbing conclusions that parents are losing interest in what their children learn, whether they learn, and how they conduct themselves. Teachers seemed to be particularly disheartened over students acting up in school and at school sponsored activities. A great number of the teachers interviewed voiced a conviction that if parents would show more interest and concern there would not be as much conflict, tension and outbreaks as the schools are now experiencing. Their thinking seemed to be parents hold the major responsibility and power for teaching and insisting upon good conduct in their children. Most teachers feel parents should monitor their children's conduct while in school. The suggestion was often made: Each parent should keep a class for a day or even for an hour--then they would really see what it's like. But, teachers often make this suggestion for reasons other than concern over discipline. Quite often we found teachers thirsting for the opportunity and challenge of interaction between both parents, child, and teacher, all experiencing education in an equally rewarding manner.

Those teachers expressing this desire seemed to feel that this type of regular interaction would enable students to learn more quickly; reduce the amount of time devoted to discipline; strengthen the school; and finally, transmit to parents a better sense of the school experiences their children were having.

However, most teachers did not see any signs of parent movement in this direction. Our interviews and observations support this conclusion, thus a disproportionate amount of the burden of educating, disciplining, and supporting students falls on the school(s) personnel. Most parents seem to take no ongoing initiatives in support of the schools' personnel or students. And wherever parents were involved with the schools, this involvement was of a short-term nature usually after some form of disruption and special irregular activities their child was a part of.

Teachers and students often pointed to the fact that the school systems weaknesses were regularly pointed out and "harped" upon, but rarely was there any mention of the "good points" of the system, due mostly to the fact that there is limited parental involvement in the school. Teachers insisted that very little attention is devoted to the fact that though there have been outbreaks and tensions in some of the schools, the vast majority of the students co-exist well together. Further, it is our finding that for the most part they are right.

However, it would be an overstatement to assert that students do not find any parent and/or community support. Many individual

students pointed out they received family counseling and had discussions of those issues of an ordinary nature but rarely discussions of race relations until tensions or outbreaks were reported. And a number of individual parents exemplified deep personal concern and commitment to assisting their children and students generally.

Black and white students often spoke of "pressure" from some of their peers (many of whom were not in school) mitigated against positive race relations. Students of both races are pressured into racist attitudes and behavior. Many students asserted that they find support and advice (often volunteered) on how to deal with those "'niggers' if they bother you" and "make sure you deal with those 'honkies' if they intrude upon you."

Several teachers and students stated that they could see changes in students who were beginning to adjust to the multi-racial in-school setting and who were developing friendships across racial lines, and then seemingly all of a sudden they changed for no apparent reason, leading one to suspect that they were under pressure to terminate such openness and developing friendships. Many teachers shared a belief that there were possibly outside (schools) conspirators who seek to undermine peaceful and smooth interactions among students and who seek to blow every minor conflict into a major race issue. We often heard the charge that "whenever things seem to be proceeding smoothly within the schools," especially HHS, "Wham! something seems to happen." Thus, minor incidents within the schools seem to be seized upon by "outside" forces. We found no evidence of

any "outside" forces at work in Hickory; we found no evidence of extreme groups in Hickory from either the right or left. If there are "outside" forces at work, it appears to be local people who are unorganized who influence primarily junior and senior high school students, although sometimes elementary students, to line up on one side or the other: black vs. white, or freaks vs. straights, etc.

The Hickory High School is the melting pot, or the center of school desegregation in the city. No group agrees on anything concerning Hickory High. Some consistent thoughts at Hickory High School follow:

1. A vast majority of faculty, students and administrative staff feels that race relations are normal at Hickory High, given their circumstances.
2. A majority felt race relations at the high school to be far superior to those in the community as a whole.
3. A vast majority felt race relations between faculty members to be healthy.
4. A vast majority of faculty members felt most students have an improved attitude towards those of the other race, yet continue to be sparked by a few into having to choose sides along racial lines.
5. The majority recognizes that all the trouble doesn't rest with high school and that real race relations can't be developed there much sooner or more smoothly than they can be within the total community.

6. The majority felt that the struggle which is going on at the high school will subside with time, and also in degree as the elementary schools feed children who have had eight years' experience together into the high school.

7. Most faculty members are very frustrated yet are hopeful that the problems will be solved.

Some of the discouraging things found throughout the schools were:

1. Most teachers have no feeling, sensitivity or awareness of the historical context in which they operate. They do not recognize that most blacks and whites have a different sense of history, especially different historical experiences which bring us together with different goals, priorities, and attitudes with regard to school desegregation.

2. Most teachers have no training in race relations, inter-group dynamics, or have knowledge of the efforts which have gone into movements within the past twenty-five years in order to reach this point in the history of public education in America.

3. Most teachers do not see the present problems in the context of law and order which most of them espouse. During two weeks of interviewing teachers and students, May 13-24, teachers and students were selected at random and asked the following questions in education.

- a. What was the Brown Decision?
- b. Is there a black member on the U.S. Supreme Court?
- c. What was the 1954 U.S. Supreme Court Decision?

- d. What happened to public education in Prince Edward County, Virginia in the late 1950's and early 1960's?

The answers were appalling, especially since the Charlotte Observer had devoted an entire section to "Twenty Years After The Brown Decision," on Sunday prior to the interviews. Also NBC and CBS had given special reports on the same topic during this two week period. Results were:

Teachers	Knew	Didn't Know
Brown Decision	23%	77%
Black on Supreme Court	27%	73%
1954 Supreme Court Decision	50%	50%
Prince Edward County, Virginia	14%	86%

Students	Knew	Didn't Know
Brown Decision	none	100%
Black on Supreme Court	none	100%
1954 Supreme Court Decision	18%	82%

4. Most teachers felt they needed no training in race relations or human relations and that the training which had been held was repetitive, poor and worthless. One teacher called it fair and not one rated it either good or excellent.

In fact our staff found a great reluctance on the part of teachers to open up to the possible value of such information and training. Similar findings were the result of an extensive survey conducted by Professor Donald Hayes of Lenoir Rhyne College. His findings are attached as appendix F.

One can certainly understand teachers feeling imposed upon when they are the only ones in a community singled out for training in race relations, combined with not being asked to help develop the training session.

5. Many teachers lacked any feeling of communication with city school administrators. Fifty percent of teachers interviewed said overall relations between teachers and the Board of Education and Superintendent were healthy and/or normal, while fifty percent said there were either no relationships existing or that they were strained.

Teachers were asked to comment on the questions, "How would you rate race relations between teachers and students?" Their answers went all over the scale from excellent, healthy, good, normal, spotty, to strained. Some stated that race relations changed from classroom to classroom.

Teachers were asked, "In your opinion, why did the Hickory Board of Education hire only nine black teachers and 181 white teachers from 1966-72?" The answers revealed a tremendous lack of agreement.

1. "The community didn't want integration so the board didn't go out and hunt them."
2. "The board doesn't recruit at all and no blacks applied."
3. "There are too few blacks qualified."
4. "Because of the racist practices of the Hickory School Administration and because there is a stigma on Hickory blacks say why apply when the odds are 1,000 to 1 that you won't make it."
5. "Educated blacks have too many alternatives, therefore they don't apply to teach here."
6. "Social life in Hickory for blacks is so poor that younger blacks are not attracted."
7. "Blacks can't stand the pace in schools with high standards."
8. "The Board of Education couldn't find blacks."

9. "I personally don't know."

Following are some of the answers given by teachers and students to the question, "What are some of the major problems in race relations at this school?"

1. "Lack of communication and understanding of both blacks and whites."
2. "Whites feel the blacks get preferential treatment and the blacks think the whites do."
3. "White racism was, and is, so much deeper than we realized. Blacks felt whites would come around once we had dialogue and inter-relations among each other."
4. "There is no real dialogue or communication between either teachers or students. Whatever relations which do exist are no more than a gentleman's agreement to tolerate each other. There is simply no will to work out our problems."
5. "The trends of the times have just carried over into the schools."
6. "Built-up feelings of frustration due to a lack of understanding or feelings of empathy of each race towards the other."
7. "Insufficient planning and lack of assignments and absorption of blacks into committees and leadership roles."
8. "Lack of discipline both at home and in the schools."
9. "Rules too rigid and crazy. Three-fourths of the rules should be abolished and the other one-fourth carried out equally to whites and blacks."
10. "Personnel of the administrative staff needs to be younger."
11. "Too many slang terms which are learned from parents, older brothers and sisters and from the community are brought to school, such as honky, nigger."
12. "Academically, blacks are far below whites. I wonder what the hell they (black schools) have been doing during all these years. Teachers weren't told how much this prevailed."
13. "Blacks carry a chip on their shoulder toward whites."

14. "General lack of understanding by whites of the blacks' loud and noisy ways--yelling at each other down the halls, etc."
15. "Black males saying obscene things to white girls."
16. "Blacks call me G D Bitch and it spreads to whites. Black habits and ways have rubbed off on some white students."
17. "Most blacks will steal anything they can get their hands on. They resent authority. The biggest mistake made was the failure to begin integration with the first grade."

Listed below is a summary of responses given by teachers and students to the questions, "What should be done to improve race relations in the Hickory schools?"

1. "Bring me the black parents and let's talk. Don't give me workshops and consultants who try to tell me what to do. That may be good for politics to get re-elected, but the only thing is to bring the black adult into dialogue."
2. "Provide opportunities to bring us together other than at school. The community and parents are not doing anything supportive."
3. "The schools lack sufficient public relations and communications with the community leadership and resources."
4. "More opportunities for blacks to develop skills and be involved in student leadership and all activities. The whites claim we have an equal chance. We don't."
5. "Get more black teachers for black students to turn to."
6. "Change the rules and regulations to serve everybody and not one interest group."
7. "Churches and community social clubs should get on the stick and live up to their creed."
8. "Parents must instill in children proper attitudes toward others."

Some of the most amazing or interesting comments by teachers and students were as follows:

1. "Older brothers and sisters as well as parents agitate us. If we were left alone, students would settle race relations."
2. "Seven years ago integration commenced. Two weeks before this happened, an announcement appeared in the paper stating this fact. No preparation was made; no training workshops or opportunities for understanding were provided."
3. "There is no faculty dialogue. Everything is departmentalized. Men sit together. Women sit together. Departments sit together."
4. "In Hickory, there are less than 10% who accept integration. We endure it for money. Blacks are the victims of circumstances. Black student deterioration in morale and attitude is unbelievable. To survive, the black teacher has had to become unemotionally attached. Who can black teachers trust? Once we were a part of something where we could encourage black children to be proud, energetic and courageous. Now we blacks are lost in a crowd where our opinions mean little or nothing."
5. "We got started wrong. There was no preparation nor knowledge of our cultural differences. Sports pulled us together in the beginning, but we still don't know each other. We are still separated from each other as communities."
6. "We couldn't love anyone more than our colored teachers."
7. "Please improve the situation at Hickory High so my brothers and sisters won't have to go through what I have."
8. "We have to stay in the same home room and keep the same lockers each year while in high school."
9. "Hickory High is operating as a reflection of the community. Blacks strive for an all-black team and whites strive for an all-white team."
10. "We white teachers were flabbergasted when we discovered how far behind blacks were. At first there was shock. Then we felt challenged and now we have determination to make it work and do the job."
11. "If we had had no boy cheerleaders then we would have had no problem or fights."
12. "Everyday some teacher insults me either because of my hair, my clothes, or my Cadillac."
13. "When blacks get together they lose cognizance of self and group dynamics take over."

14. "I'm sort of scared to go to Hickory High next year because of rumors of white-black problems. I want to go but I'm sort of scared. At High School they fight for real, and here we fight just to be fighting."
15. "What we are supposed to be doing for the blacks here is to make whites out of them. They don't want to become white so why don't we send them back to their all-black school."
16. "My father and mother hate white folks so badly that they hate me because I dig certain whites. My family burn my tapes and albums if they are songs sung by whites."
17. "I have a teacher who is the whitest, white woman I've ever seen, yet I love her to death. She gave me books to read like, Black Like Me, and Richard Wright's Black Boy. I was already black and didn't need these."

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

It is as important today to have enlightened students in race relations as to have enlightened students in math, English, or any other subject matter. The Hickory Board of Education and administration have developed neither a trained faculty nor the necessary curriculum to provide students with the opportunity to learn, to grow and mature in this all important area of educational need.

Recommendation

We recommend the establishment of a Division of Race Relations within the Hickory City School System consisting of a trained staff, capable of providing the following educational and other services to faculty, students, administration, parents, and community as needed:

1. race awareness through seminars, workshops, panels, etc.
2. multi-ethnic studies
3. parent involvement in the schools
4. law enforcement and the schools
5. rumor control
6. disruptions in the schools
7. student pushouts and dropouts
8. resegregation within the desegregated system
9. conflict resolution and prevention
10. discrimination within the system
11. school and the media relations
12. student concerns

Conclusion

There is very little understanding or appreciation by the public school personnel, the students, or the citizens of the Hickory community of a historical context of the civil rights struggle that has taken place over the past twenty years, including the emerging court decisions which have brought about school desegregation. We believe it is extremely difficult and frustrating for members of both races to relate to each other in any positive way when they remain ignorant of this crucial, recent history and its impact on their daily lives. Furthermore, we believe that no school administrator, staff, or faculty can implement school desegregation until and unless they are knowledgeable and sensitive to the personalities, issues, debates and laws which have resulted in school desegregation efforts in America.

Recommendations

1. Retrain all school personnel including principals and teachers in contemporary history regarding race relations, black history, school desegregation and the rational and democratic use of law and order.
2. Create similar opportunities for students through classroom discussion, special studies, and social organizations which emphasize human relations.

Conclusion

The school board impressed us as being concerned and sensitive, but somewhat less conscientious than one would assume and expect for a school system the size of Hickory.

The board is unnecessarily limited in its systematic understanding and support for the system. Causes of these assertions are attributable to other full-time responsibilities of school board members, plus inadequate preparation for the job.

An inordinate amount of the burden of understanding the whole educational process within the city school system is presently assumed by a minority of the board members, by the school board attorney, and the superintendent. In this regard we found the superintendent's task of re-briefing board members on the various aspects of their jobs to be very taxing and time consuming.

Recommendations

An administrative-level staff position on the school board should be created and filled by a person with an understanding of the educational process and a commitment to a systematic approach to desegregation. The job should include the following responsibilities:

- keeping abreast of school board related trends and activities throughout the state and nation
- understanding all documents, reports, and other written material intended for school board members
- preparing flow charts, agendas, and appointment and future events calendars
- arranging for board members to periodically visit each school in the system
- acting as a liaison between the board and the board attorney, between the board and the superintendent, the board and the community, and the Hickory board and other boards of education in the state.

The creation of such an administrative position will satisfy a wide variety of needs that are unmet. For example, it would relieve the superintendent from a number of routine board-related matters; it would afford the board expert assistance in the work it is expected to perform; and it would create a possible job opportunity for advancement within the system.

We feel that creating such a new position will be well worth the cost in terms of better coordination, a better informed school board, improved race relations within the school system, improved relations between the board and the community, needed relief for the superintendent, and the opportunity for professional level advancement within the school system.

Conclusion

Hickory has hired only nine black teachers between 1966 and 1972 compared to 181 white teachers. This results in the feeling by black students and teachers that they are isolated and alone in the system. There is also a widespread feeling among black teachers and students that blacks are not being recruited and hired. We believe that this situation has contributed substantially to racial discord within the city system and has the potential for contributing to future racial conflict.

Those few blacks who hold significant positions within the system, though viewed with respect by black students and community members, are considered "tokens" and lacking any real power. This contributes to a feeling of hopelessness, cynicism, and even anger by black students, especially at Hickory High School and at College Park Junior High.

Teachers often expressed their concern that black students are becoming less interested in education and in preparing for college. This trend to a lesser degree was also observed among white students.

Recommendations

The Hickory City Schools should put more emphasis on recruiting, hiring and promoting black professionals at every level of its operation. They should be encouraged to participate in the design and implementation of many of our recommendations.

Conclusion

There is too little opportunity for widespread community participation in and support of the public schools. With desegregation comes the need to evaluate the existing channels of community involvement in school activities. These include special school functions, the PTA, sports events, and social events. It became apparent that certain activities might prove disruptive, such as social clubs with racially inflammatory names - "White Knights" or "Black Panthers."

Recommendations

1. We strongly recommend that the Hickory school system undertake an evaluation of these school activities with an eye toward lessening potential conflict between the races. Specific guidelines should be developed for creating and/or continuing social clubs within the school system. Of course, the students themselves should be included in these evaluations.
2. Additional avenues for community support must be created and maintained. However, each new avenue must be well thought-out and achieve some stated goal. For example, in addition to PTA's, parent and student advisory councils could be organized for the high school and each junior high and elementary school.
3. More opportunities should be provided to involve junior and senior high students (and possibly even elementary students) in such activities as "Project Aries" underway in Charlotte, N.C., or student human relations clubs.

Conclusion

The religious, recreational, and planning agencies and institutions of Hickory have failed to adequately support school desegregation with programs which provide interracial participation for the community. It is absolutely necessary for such agencies to provide a desegregation of such community activities in order to accomplish meaningful, healthy, and effective school desegregation.

Recommendations

1. The Chamber of Commerce should place "improving race relations and supporting school desegregation" at the top of their agenda rather than "water - sewer" as has been done for the past three years.
2. Church leaders should take the lead in providing opportunities for interracial activities by the entire community through worship and other related church programs.
3. The community should consolidate private recreational activities and facilities attended predominantly by whites and public recreational activities and facilities attended predominantly by blacks.

VI. RESOURCES

Race Relations Training and Communications Skills Development

1. Memphis, Tennessee City School System
Assistant Superintendent of Schools, Shelby Counce
Director of the Division of Race Relations, Charles Patterson
Ombudsman, Rod Spaulding
2. North Carolina Human Relations Commission
Fred Cooper, Director
P.O. Box 12525, Raleigh, North Carolina
3. National Council of Christians and Jews, New York City
J. Oscar Lee
4. National YWCA, New York City
Ms. Dorothy Height
5. National Education Association, Washington, D.C.
Sam Etheridge
6. Foundations for Change, 1619 Broadway, New York City
7. York South Carolina School System
William Dufford, Superintendent
P.O. Box 176, York, South Carolina
8. University of Georgia, Athens, Georgia
Dr. Warren Findley, Professor of Educational Psychology
James Polk, Management Manpower Associates, Inc.

Community and Student Involvement

1. Numbers 1, 6, and 7 above.
2. Raleigh, North Carolina Community Relations Commission
Beverly Mitchell
3. National Committee for Citizens in Education
Columbia, Maryland
4. Project Aires
Charlotte Mecklenburg School System, Charlotte, North Carolina
James Millelson
5. The DeKalb, Georgia Citizens for Quality Public Education
Mrs. Charlotte Moran, DeKalb County Board of Education,
Decatur, Georgia

Publications

Racism In America and How to Combat It
The U.S. Commission on Civil Rights

Promise of Progress
Southern Regional Council

The Student as Nigger, by Jerry Farber
Pocket Books, New York

May I Speak? Diary of a Crossover Teacher, by Manie Culbertson
Pelican Publishing Company
630 Burmaster Street, Gretna, Louisiana 70053

For Whites Only, by Robert W. Terry
William B. Erdmans Publishing Company
Grand Rapids, Michigan

Institutional Racism In America, edited by Louis L. Knowles
and Kenneth Prewitt
Prentice Hall Inc., Englewood Cliffs, New Jersey

Education and Racism--an Action Manual
National Education Association

The Education of a WASP, by Lois Marks Stalvey
William Morrow and Company, New York 1970

Desegregation: How Schools Are Meeting Historic Challenge
Current Trends in School Policies and Programs
National School Public Relations Association
North Moore Street, Arlington, Virginia.

A Possible Reality, by Kenneth B. Clark
An Emerson Hall Book, New York, New York, 1972

The Student Push-Out: Victim of Continued Resistance to Desegregation.
Southern Regional Council

Minorities and Education--Schools Flunk Equal Opportunity Exam
Center for Change, New York

Definitions of Racism--A Contemporary Glossary
Center for Change, New York

Racism Rating--Test your Textbooks
Center for Change, New York

Programs and Services--Community Communications Project
Division of Race Relations, Memphis, Tennessee City Schools

Social Studies Unit Books--The Build Your Own--Curriculum Book
published by Zerox Education publications

Films

"Study of Two Cities -- See It Now" reported by Edward R. Murrow. This is a 30 minute documentary that looks indepth at two southern communities immediately after the historical U.S. Supreme Court decision in 1954, and describes the dynamics of the hopes and fears of their people.

"An Even Chance?" presented by Foundation For Change. The first teaching film on institutional racism. Who should see it?--students and teachers who are willing to explore racism in the U.S. Why?-"An Even Chance?" challenges the popular idea that racism is mostly a matter of personal attitude and that opportunity is solely a matter of individual determination. The film asks students to look into the power that our institutions have to withhold or grant equal opportunities to minorities as a group.

"Now is No More," produced and distributed by Christopher Casler, 2018 Hillyer Place, NW, Washington, D.C. 20009 (27 minutes, color)

People Rated Above Plans In Solving Racial Problem

Hickory
Record
2-16-74

By MIKE JENNINGS

"Your plan might not be as important as the process you start. It might not be as important as the number of people you involve in the project."

Heslit ("Happy") Lee was expressing both his personal view and a basic concept of the Southern Regional Council, a bi-racial group in Atlanta, Ga.

SRC agents Lee and Leon Hall met with a committee seeking ways to implement a study of racial conflict in Hickory schools.

The project was approved by the Hickory Board of Education after the Catawba Valley Educational Foundation and the Catawba County Board of Commissioners agreed to fund it.

The school board appointed a committee of school personnel and laymen to draw up a specific project proposal. The committee is considering having an outside agency to conduct the study.

The SRC is the fourth social research agency to send representatives to meet with the committee. Hall and Lee said they also met with members of the black community and with Dr. Joseph H. Wishon, school superintendent.

The meeting Wednesday

at the home of Mrs. Gretchen W. Peet, a committee member, differed in tone from previous meetings with agency officials.

Wednesday's session was informal and often heated. Committee members examined their own reasons for taking part in the project.

Hall and Lee encouraged this questioning of motives. Lee said it was the kind of interaction that a delving into racial conflict should ideally get started throughout the community.

"Look at what you're doing," Lee said when black and white committee members got into a mildly sharp exchange.

"You're from different backgrounds, yet you can come together here and engage in dialogue. You might not reach a solution, but you get a process started. That's the important thing."

He said that if the SRC were selected to aid in conducting the study here, the emphasis of the project would be on getting people involved in trying to find answers, rather than on actually coming up with satisfactory answers in a limited time.

"If you're looking for research in the pure sense, with cold facts and a one-two-three presentation, I don't know if

we're the ones you want," he added.

Hall said the SRC philosophy since 1922, when it was founded, has been that dialogue between black and white southerners is a worthwhile goal in itself, whether or not it leads to solutions of racial problems.

In practice, Hall said, the dialogue usually has led to some solutions. But both men emphasized that the SRC does not believe in brushing aside people, their fears and hopes and their capacity to grow through hashing things out together, by putting emphasis on getting solutions quickly.

"The SRC was created just for dialogue, not to solve problems," Lee said. "Out of that, we came to the point where we believed we would try to deal with racial problems."

Lee said that he believes most whites mean assimilation when they say integration.

"They think, 'We're letting them into our society. Now why don't they settle down and be good white folks?'"

Lee, a former college administrator, is white and a native southerner. Hall is black and a former worker for the Southern Christian Leadership Conference, headed by Dr. Martin Luther King Jr. until his death.

In describing their work on a previous project aimed at resolving racial conflict, Lee said:

"Leon moved among the black community, those who were more militant. I moved among the white community, those who were afraid. We both dealt with the middle."

He warned that, before agreeing to undertake a project, "We would want to be darn certain that those who are responsible weren't playing games, that you wanted to be honest."

The SRC, he said, has "an unbelievable amount of resources, including documents and newspaper clippings on racial conflict and cooperation throughout the south."

He charged that most communities shunt the entire burden of desegregation onto the

schools

"Parents are sending kids to school to solve problems that the parents won't even, he said. 'The educational system is the only system in the society that's trying to change. The zeners, the planners, the builders and reactors are all the other subsystems are ignoring the problems.'"

He said the North Carolina Department of Public Education "has proved one of the most innovative in the country in helping school systems to desegregate."

A member of the committee charged that poor decisions have been made by teachers during crises at Hickory High School.

"I keep hearing that students are the problem," she said. "As a parent and a teacher, I can say that children aren't the problem."

APPENDIX A

RAYMOND M. WHEELER, PRESIDENT

PATRICIA M. DERIAN, VICE-PRESIDENT

C. G. GOMILLION, VICE-PRESIDENT

JOSEPHINE WILKINS, VICE-PRESIDENT

VIVIAN W. HENDERSON, CHAIRMAN, EXECUTIVE COMMITTEE

JOSEPH HAAS, COUNSEL

GEORGE H. EBBER, JR., EXECUTIVE DIRECTOR

Southern Regional

52 FAIRLIE STREET, N. W.

Inc.

30303

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

March 1, 1974

Mrs. Nancy Garrison
800 - 18th Ave. Drive, N.W.
Hickory, N.C.

APPENDIX B

Dear Mrs. Garrison,

We realize that you must deal with a number of persons and groups in making the decisions assigned to your task force. We therefore offer this letter for clarity regarding the Southern Regional Council and the team of Mr. Lee and Mr. Hall. We especially wish to help you, your task force and others better understand both our agency and our team's capacities and responsibilities in the area of school desegregation with all the issues and by-products of community or human relations.

The Southern Regional Council was formed during the closing years of World War II by Southerners who wanted at home better practice of the ideals for which that most terrible of wars was being fought abroad. These leaders, black and white, came together voluntarily, without coercion, without rancor, to try to do something about problems arising from the culture and history that crippled the region and its people. The Council was incorporated with the following statements as to its reason for existence:

For the improvement of economic, civic and racial conditions in the South in all efforts toward regional and racial development; to attain through research and action programs the ideals and practices of equal opportunity for all peoples in the region; to reduce racial tension, the basis of racial tension, racial misunderstanding and racial distrust; to develop and integrate leadership in the South on new levels of regional development and fellowship; and to cooperate with local, state and regional agencies on all levels in the attainment of the desired objectives.

The Council has a long history and much experience in dealing with race relations and racial conflict in the South.

The Council has much experience working in support of school desegregation and has documented its strengths, weaknesses and trends and sought to interpret its ramifications. SRC has one of the largest and broadest collection of written material on race relations and school desegregation in existence. Indeed, the council has contributed a great deal of written documents to both subjects also. The council is regularly called upon by federal, state and local governments for research and other assistance in the fields of race relations and school desegregation. We are called upon equally as much by private groups and individuals for assistance in these fields. The council has recently reorganized its total effort in order to more effectively provide services in the following programmatic areas: housing, education, health and economic development. Our internal thrust is built around task forces and special projects, all buttressed by a research and information division and a publications division.

The Council's ability to respond to a request from your school board for assistance would be decided in the context of a special project of our Education Task Force: As an example based upon SRC's successful involvement in Memphis school desegregation problems, revolving around busing of students, additional requests for Council involvement in local school desegregation issues have been made. The Task Force on Education's role in Memphis was to help the Chamber of Commerce, the school board and opposing racial groups to reconcile potentially explosive differences, and, simultaneously, to encourage support for public education. As in Memphis the Council will provide consultative services to community groups and school and city officials who are concerned to prevent both educational and social crises. The Council is concerned with understanding and identifying potential problems in human relations before such problems reach crisis proportions.

Mr. Leon Hall and Mr. Happy Lee are a team which holds immediate responsibility for fulfilling this particular special project. Collectively they hold many years of experience in the broad area of race relations (see earlier resumes). They are both native Southerners who embody the philosophy and goals of SRC. We are convinced that SRC has in Lee and Hall a team which can handle most any situation both professionally and also with a compassion for understanding the complexities of our Southern society.

Their approach, upon being invited, would probably center around suggesting processes, methods and procedures that would maximize the involvement of Hickory residents in seeking to pin-point problem areas, define alternative methods and strategies and

initiate solution-oriented activities. Our team is somewhat committed to the idea that a planned process may be more valuable than another study.

As stated earlier, if invited, the Council would come at no fee to your task force. After Hickory's needs are identified, the necessity for other assistance may be necessary, which may present the need for funds.

Our initial plan of operation could look something like the following:

- A. The Council comes in at the invitation of the School Board after consultations with representatives of different elements of the community, the black leadership, the superintendent of schools, business leaders etc. (Consultations similar to those held by our team during their earlier visit).
- B. Our team could arrange to pay at least one other preliminary visit to Hickory for further meetings and information gathering. I would attempt to accompany the team on this occasion.
- C. SRC, might spend up to twenty-thirty manpower days in Hickory during the next two months working in concert with the communities resources to assess the problems and develop methods of dealing with the same. A meeting might be held between our team and the task force in which we present our thinking as to an over all plan and steps to be taken. The Task Force and our team would jointly come to some resolution. The Task Force might then present the resolved plan to the school board. Should unforeseen developments arise SRC would consider additional manpower days during this period.
- D. Following the initial sixty day period an assessment would be made to determine if SRC should continue, based upon methods developed for implementing the plan; mutual interests and attitudes toward SRC by the community and other factors.

I sincerely hope that this gives you some idea of the kind of work undertaken by SRC. If I can be of further service, please contact me.

Sincerely,

Harry J. Bowie
Associate Director

Hickory City Schools

OFFICE OF THE SUPERINTENDENT
Hickory, N. C. 28601

March 18, 1974

APPENDIX C

Mr. Harry J. Bowie, Associate Director
Southern Regional Council, Inc.
52 Fairlie Street, Northwest
Atlanta, Georgia 30303

Dear Mr. Bowie:

The Board of Education of the Hickory School Administrative Unit has sought assistance in determining the causes of racial disagreements and conflicts within the Hickory schools.

A Task Force composed primarily of members of the Bi-Racial Advisory Committee to the Hickory Board of Education was appointed by the Chairman of the Board and requested to contact agencies and organizations experienced and competent in community studies. The instructions of the Chairman of the Hickory Board of Education are recorded in the minutes of the Board Meeting of February 11, 1974. These duties include (1) To identify one or more reputable, professional firms with proven experience in conducting research studies into the causes of and to make recommendations for remedies for the racial conflicts in the public schools (2) To interpret to the contracting professional research firm prior related activities in the Hickory City Schools (3) To assist the contracting professional research firm in interpreting its activities and progress to the Board of Education, the Bi-Racial Advisory Committee, the Catawba Valley Foundation, the NCAE, and Catawba County. It shall be the responsibility of the Board of Education of the Hickory City Administrative Schools to (1) Enter into a contract with a reputable professional research firm to conduct an independent, thorough and impartial study of the racial conflicts in the Hickory City Schools (2) To evaluate the report by the contracting independent professional research firm of its activities and (3) To implement such recommendations of the independent professional research firm which are deemed advisable by the Board of Education under the circumstances then existing.

At a meeting of the Board of Education of the Hickory Administrative School Unit March 11, the Board voted to request the Southern Regional Council, Inc. to perform this service as basically described in your letter of March 1, 1974. In performing this service, Mr. Leon Hall and Mr. Happy Lee proposed to work as a team which holds immediate responsibility for fulfilling this particular special project. Their approach will probably center around suggesting processes, methods, and procedures that would maximize the involvement of Hickory residents in seeking to pin-point problem areas, define alternative methods and strategies and initiate solution-oriented activities. The team will be committed to the idea that a planned process may be more valuable than another study. The Council will come at no fee to the Board of Education or Task Force. After Hickory's needs are identified, the necessity for other assistance may be necessary, which may present the need for funds.

The initial plan of operation may be somewhat like the following:

- A. A Council comes in at the invitation of the School Board after consultations with representatives of different elements of the community, the black leadership, the superintendent of schools, business leaders, etc.
- B. The team could arrange to pay at least one other preliminary visit to Hickory for further meetings and information gathering (this function was performed on March 11, 1974).
- C. The Southern Regional Council might spend up to twenty - thirty manpower days in Hickory during the next two months working in concert with communities resources to assess the problems and develop methods of dealing with these. A meeting might be held between the SRC Team and the Task Force in which the team might present thoughts as to an overall plan and steps to be taken. The Task Force and the SRC Team would jointly come to some resolution. The Task Force might then present the resolved plan to the School Board. Should unforeseen developments arise SRC would consider additional manpower days during this period.
- D. Following the initial sixty day period an assessment would be made to determine if SRC could continue, based upon methods developed for implementing the plan; mutual interests and attitudes toward the SRC by the community and other factors.

The Board of Education of the Hickory School Administrative Unit, I, and all other persons involved in these plans sincerely appreciate the interest and effort of the Southern Regional Council in performing this service.

Very truly yours,

Joseph H. Wishon

Joseph H. Wishon
Superintendent

JHN/mr

APPENDIX D

HICKORY CITY SCHOOLS LIAISON TASK FORCE

The Catawba Valley Foundation agreed to provide \$2,500.00 to conduct a thorough and impartial study to identify the causes of and recommend remedies for racial conflicts existing in the schools of the Hickory City Administrative School Unit through the utilization of an independent professional research team. This offer was contingent upon the Board of Education of the Hickory City Administrative School Unit officially requesting a study and the Catawba County Commissioners providing a matching grant of \$2,500.00 to help fund the research activity. The Board of Education requested the study and the County Commissioners allocated a matching grant of \$2,500.00.

As requested by the Catawba Valley Foundation and for the purpose of expediting the identification of a reputable professional firm with proven experience in conducting similar research studies the undersigned, with the approval of the Board of Education, hereby appoints the following Task Force:

Mrs. Nancy S. Garrison, Chairman
Mr. James C. Killian, Vice-Chairman
Mrs. Lois Long
Dr. Clyde Taylor
Mrs. Jane M. Bailey
Mr. Charles H. Shuford
Mrs. Flossie Saddler
Mr. Alan Mitchell
Mrs. Katherine Tucker
Mr. Samuel R. Dula
Mrs. Gretchen Peed
Mr. Kenneth Martin

Duties of the Task Force. The Task Force shall have the following duties:

1. To identify one or more reputable, professional firms with proven experience in conducting research studies into the causes of and make recommendations for remedies for the racial conflicts in public schools.
2. To interpret to the contracting professional research firm prior related activities in the Hickory City Schools.

3. To assist the contracting professional research firm in interpreting its activities and progress to the Board of Education, the Bi-Racial Advisory Committee, the Catawba Valley Foundation, the NCAE, and Catawba County.

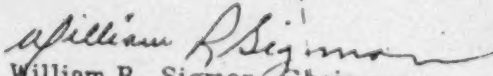
Responsibilities of the Board of Education. It shall be the responsibility of the Board of Education of the Hickory City Administrative Schools to:

1. Enter into a contract with a reputable professional research firm to conduct an independent, thorough and impartial study of the racial conflicts in the Hickory City Schools.

2. To evaluate the report by the contracting independent professional research firm of its activities.

3. To implement such recommendations of the independent professional research firm which are deemed advisable by the Board of Education under the circumstances then existing.

This 14th day of January, 1974.


William R. Sigmon, Chairman
Board of Education
Hickory City Administrative School Unit

Chapter 4



Implementing Desegregation

The creation and implementation of a desegregation plan are the nuts and bolts of desegregation. They force the superintendent and the board of education to look inward to their own resources, often supplemented with imported expertise. The board and superintendent must face up to the details which remained theory during public discussion and debate and even during the formulation of basic policy.

For this part of the desegregation process, professional advice abounds. Booklets, consultants, lawyers and even computer operators can help a school district follow through on its desegregation plan. Thus, this report will attempt only to trace the pattern which emerges from the experience of USOs (as reflected in the series of four booklets on "Planning Educational Change," written at the U. of Michigan's Center for Research on Utilization of Scientific Knowledge) and the experiences of some desegregating or desegregated school districts, as reported in the Mondale hearings and at 1972 meetings of educational organizations.

To put theory into practice, several efforts must proceed at the same time. This seems obvious, but it must be recognized beforehand if a timetable is to be met. Four processes emerge in the planning and implementing phase. They must overlap in time -- with each other and with the previously outlined campaign -- to engage the community positively in desegregation.

I. A basic plan of action must be adopted, one which is educationally based and which has an appeal in terms of education as well as desegregation.

II. The administration and staff, from assistant superintendent to custodial employees, must be prepared for the changes which will be taking place.

III. Plans for physical change -- the transferring of students, teachers and equipment, the raising and lowering of blackboards and the routing of buses where necessary -- require painstaking effort;

indeed, in the minds of much of the public this is perhaps all there is to desegregation. It is really only one of many facets, although probably the most technical and the most capable of responding to good administration.

IV. The need for feedback and evaluation and a further plan for continuity of desegregation are important.

APPENDIX F

Summary of the Results from Aug. 7, 1973 Teacher Questionnaire

1. Do you need any additional information and skills to more effectively work as a member a desegregated teaching staff? No 69, Yes 17 - *37 teachers said no all way*

Workshop in human relations

Certificate renewal workshops to obtain skills for more effective teaching

What to do about institutional racism

How can teachers exchange ideas and methods for dealing with student problems?

Remedial reading materials and advice on how to do the job well

Need for more understanding of varied backgrounds of children

More communications about students between teachers to make team efforts

More black teachers

Observe teaching techniques of other teachers

How to prevent situations arising and how to cope if it happens?

Get to understand black parents attitudes towards school and find out their goals for their children

2. Do you need any additional information and skills to more effectively instruct and understand pupils in a desegregated? No 51, Yes 25

Understand family and community/structure time for conferences or home visits or both

Review of capabilities and limitations of all students

Need to know hang-ups of child--How child feels about having a teacher of a different color

How to lessen friction during periods of tension?

Words or phrases to avoid in speaking to a desegregated class

A way to let parents and children know that our discipline is not picking on either race

Know more of students' backgrounds

Knowledge of phrases that black students like and dislike--More access to Black history and important black persons

Need for Who's Who of Biographical sketches of famous Black Americans

More understanding between parents and teachers

What to do about segregation within the integrated classrooms

What to do about students who sleep in class--who refuse to take written tests--Who use obscene language or who have a chip on their shoulder at all times

More understanding of mores of each group

Information on diverse family life styles

Do we try to change patterns established at home (i. e. speech) How to avoid conflict if we do this

Need of more disciplinary measures

3. Do you need any additional information and skills to more effectively communicate with the parents of children in a desegregated class? No 52, Yes 22

Additional guidelines for communication with parents--need efforts from parents

Methods of contacting parents who are disinterested--Need more opportunities to meet parents and their involvement--conference's with working mother?

Attitude of blacks toward white teachers--homework & punishment--work harder to win parents confidence--Are parents made aware of their children deficiencies? Are constructive criticism accepted by parents?

See workshop, seminar, and discussion groups--human relations and techniques can be learned

General approach in conference; knowledge of their concern

Need a firmer base to stand on busing when I talked to parents

Parent conference and a strong P. T. A.

Parental involvement within the classroom--see their child level of achievement

If you know how parents feel about things then can reach children

How much interest parent have in child?

More contact and interest in their children's school life

Parents need to understand integration

How to help parents understand grading system and discipline

4. Do you need any additional information and skills to more effectively maintain harmonious relationships among students in a desegregated class?
No 55, Yes 24

Preparation to cope with small problems before growing big

Giving more background on student values

How best relate to students that feel race and background measures performance

How to handle misunderstanding between Black and White

How to eliminate voluntary segregation in classes

How to handle students prejudices

How to recognize group problems and get them aired

Deal with--halls, lunchrooms, buslines, bathrooms

Need techniques for respect of different cultures

Group meetings needed to avoid problems

How to cope and workout problems from prejudice feeling

How to detect small problems

Resource person in psychology

Understanding among student when attitudes are from early age

5. Do you need any additional information and skills to more effectively maintain harmonious relationships among students and parents in a desegregated school? No 54, Yes 18

Simple presentation of "overall" picture--How to show students the necessity of being honest with parents

Groups of parents and students in committees

How to overcome parents influence of prejudice parents are protective

Do parents realize all have to work together regardless of race?

What do you do when parents and students do not agree on such questions as the desegregated school

Parents--participation in school related projects

New Methods--Sensitivity groups--human relations

Harmony in faculty

Know each other

Summary of the Results from Aug. 14, 1973 Teacher Questionnaire

1. In your opinion what experiences and procedures can your school and class provide to effectively integrate teachers and pupils into schools and classes?

More understanding towards students

Understanding backgrounds

Develop self worth of student

Make effort to share & understand feelings

Encourage interracial friendships

Appreciate and accept individual differences

Free time for students for teachers observation

Be fair, be consistent

Make first move in being friendly

Recognize similarities beneath the differences

Social events so teachers could get to know one another

Continue the use of biracial committee to discuss potential problems

Make school open to community - visitation program

Biracial "buddy" type system for students and teachers

2. In your opinion what student activities can schools provide during the school day to promote positive student relationships?

Study particular groups contributions to the culture of U. S., Spanish, Blacks, Orientals, etc.

Sports for girls

Involve students in community--integrate all clubs and committee activities

Encourage reading about and independent study of ethnic groups

Intramural sports

Sing in's or sing alongs

Group play

Role playing, dramas

Music classes, talent shows, pep rallies

Rap sessions, group discussions

Physical education and activities, sports in general

Assembly programs - student participation

Feature student citizen of the week

3. In your opinion what procedures and experience can be provided to promote good public relations among the school, the administration, and the community?

Recognize student achievements in all areas

Publicize school activities, newsletters

* Conferences with parents and group conferences

* Encourage parents to visit and observe classrooms

Be concerned for each other

* Visit students homes

P. T. A. meetings out in community rather than at school

Hire full-time human relations people

Emphasize positive aspects of child

Tell it like it is

Keep in contact with parents

Human rights poster displays, films - music hours

Biracial council to advise and guide school and administration--Human relations groups

Communication - public relations

Volunteers parents to help teachers in classrooms

Local industry and businesses to give released time to parents for school conferences

Informal activities with teachers and parents--better sales job of school's successes

- * The above 3 items seem to be the most popular--most numerous etc.

4. In your opinion what policies and actions can the Hickory Board of Education take to maintain and improve education in the Hickory Schools?

Publicize "good things" that happen

Publicize school activities

* Smaller class loads

Continue to try to do what is best for the students

* Encourage parents to visit school

Open school board meetings

* Smaller classes so there is more time to devote to problems

Have rap sessions to discuss occurrences that have arisen

* Have school board and administration visit schools

Need for trade schools for students who are unable or unwilling to follow the academic programs

Board of Education should be available to everyone - should make themselves known to parents - teachers and students

"fairplay" for all - discipline regardless of race or sex--definite policy procedures

Art & Music - Jr. High art - Industrial Arts, business at Jr. High level

Material on cultures in Hickory

Biracial advisory body

Hire more black teachers

Continue liason committee

Time off for working parents to participate in school activities

Program for students not EMR but need extra help with extra year to catchup

* The above 4 items were mentioned most frequently

Summary of the Results from Nov. 19, 1973 Teacher Questionnaire
(Elementary School Personnel)

1. Do you need any additional information and skills to more effectively work as a member of a desegregated teaching staff?
Yes 7, No 117.

Get to know each other better.

2. Do you need additional information and skills to more effectively instruct and understand pupils in a desegregated classroom?
Yes 14, No 110

Guidance counselors to aid students.

Need more material on Blacks. (culture and history)

Better methods to motivate children.

More understanding of home life.

Ways to help Blacks improve self-image.

3. Do you need any additional information and skills to more effectively maintain harmonious relationships among students in a desegregated class? Yes 16, No 108.

Need more material.

Need teachers aids.

Not so much competition in games.

Better sportmanship.

4. Do you need additional information and skills to more effectively communicate with the parents of children in a desegregated class?
Yes 13, No 111.

How to get parents to come to conferences and show more interest.

Parents need to teach children to respect teachers.

Some parents have told their children they didn't have to do their work or be disciplined by teachers. (The children have used this as an excuse to disobey teachers in some instances)

Black parents need to get acquainted and try to understand some of the teachers problems.

Parents should make sure of facts before any taking action.

124 Questionnaires were returned, of these 77 had answered no to every question.

Cont'd No. 2, Page 1

Describe problems if any that have occurred in the following categories and the frequency with which they have occurred.

Teacher - Pupil

Academic: Need remedial reading and basic math.
Need more teachers aids.
Need to help children on a 1-to-1 basis.
Need better study habits.
Teachers find it hard to teach on so many grade levels.
Need to build self-confidence in students.
Children want to copy each others work.

Discipline: Refuse to do work.
Give up easily on work they are capable of doing.
Disrespect towards teacher
Lack of self-discipline.
Use of vulgar language.

Other: Bad attitude
Messy, refuse to pick-up.
Rudeness- lack of good manners.
Refuse to answer questions.
Teachers feel they spend too much time on discipline -
too little teaching.

Pupil - Pupil

Conflicts: Most felt that the Black-white conflicts were non-racial.
Most mentioned cause was name calling.
Most felt there was more bickering among the black children
than there was among black-white or white-white.
They felt that part of the problem was the Blacks were
over giving up their school.
Black children seem to have a chip on their shoulder.